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A Survey of
TEENS ON WELFARE

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Department of Social Services
Regional Municipality of Hamilton-Wentworth

URBAN DOCUMENTATION CENTRE
RESEARCH UNIT FOR URBAN STUDIES
McMASTER UNIVERSITY
HAMILTON, ONTARIO

NOVEMBER, 1984

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DEPARTMENTAL OF SOCIAL SERVICES

REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

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* Detailed/composite responses to questions are available, upon request, from the Department of Social Services; call Norma Walsh, 526-4179.

1. INTRODUCTION

Early in 1984, the staff of the Department of Social Services decided to seek funding to do research into the needs of teenagers on G.W.A. Two specific target groups were selected for scrutiny: students and single mothers.

The concern of the staff regarding students centred on statistics that indicated their numbers decreased by the month, after an initial influx in September. Why were they dropping out of school? Could and should the Department do more in providing service to this vulnerable group? Were there sufficient community supports for students trying to live independently? What did the students and professionals dealing with them see as unmet needs that might be met? These were some questions for which it was hoped the research would provide some answers.

The concerns about single mothers were somewhat the same. The Department does not deal with them for long periods, because of speedy processing of transfers to long-term assistance provided by Provincial Family Benefits Allowances. Aware of large F.B.A. caseloads, and the possibility faced by this group of "getting lost", the Department staff wondered if we were doing enough for single moms before their transfer? Were we providing enough alternatives to F.B.A. and long-term dependence? Were we making enough referrals to collateral services to provide counselling, life skills and parenting skills, for this vulnerable group? What were their pressing needs, and how might the community address them? Again, it was hoped that the research would provide some answers.

In May, 1984, the Region hired four students with funds received from a Summer Canada Student Employment Community Project. This staff was

supervised by a team of professionals drawn from the Regional Social Services Department and from the larger community.

The following report details findings from the study and contains recommendations for action based on these findings.

2. METHODOLOGY

At the outset of the study, it was determined that we should attempt to define and explore the needs of teenagers (students and single mothers) from two perspectives:

1) need as defined by professionals and service providers working within the community with the target groups, and,
2) need as defined by the teenagers themselves.

To accomplish this, two surveys were developed:

1) a survey of collateral agencies (agencies who were reasonably believed to be providing service to the target groups), and,
2) a survey of teenagers on G.W.A. at the time of the study who fell into one or other of the target groups (students or single mothers).

a) Collateral Agency Survey

A list of agencies which, through experience and first-hand knowledge, the supervisory team believed might reasonably be expected to be working with one or the other of the target groups, was developed. Twenty-one agencies were selected for the survey. A structured interview schedule,

incorporating open-ended questions, was developed and administered by the study team. A total of 20 staff from 18 collateral agencies were interviewed. For purposes of contrast and comparison, three Income Maintenance staff from Regional Social Services were also interviewed.

b) Survey of Target Groups

A comprehensive interview schedule, incorporating both closed and open-ended questions, was developed for use with a randomly selected sample of students and teen mothers on G.W.A.

To generate the sample, a list of all G.W.A. recipients between 16 and 19 years of age was generated, and from this, a sampling frame of all those either registered as students or single mothers was developed. This yielded a sampling frame of 150 cases. A weighted random sample (weighted to ensure accurate representation of students as against single mothers) of 100 was drawn, yielding 65 students and 35 single mothers.

A brief introduction letter was sent to each of the chosen respondents to inform them of the intentions of the study. Interviews were to be held in the respondents' homes at a time most convenient to them.

The researchers encountered some difficulty contacting the respondents, as some did not own telephones* or were simply never at home. Those who were not home were often students who were attending summer school or working at summer jobs.

In total, 40 interviews were obtained, 30 with females (22 single mothers and 8 students), and 10 with males (all students).

*Those with no phones were contacted in person.

The data was collected and coded for computer analysis by S.P.S.S. (Statistical Package for the Social Sciences). Analysis and discussion of the data appear later in the report.

3. REVIEW OF LITERATURE

Despite a rigorous literature search, the researchers found very few reports and/or journal articles dealing with the target groups. A list of what was reviewed is contained in Appendix C. It would appear that research focussed specifically on these target groups is minimal, and that this study must, therefore, be seen as innovative.

4. LIMITS TO THE STUDY

This study, since it was essentially intended to be descriptive, must be viewed as exploratory. Nevertheless, certain trends in responses were strong enough to suggest possible actions on the part of deliverers of service.

5. COLLATERAL AGENCY SURVEY

This survey was developed in order to ascertain what, if any, unmet service needs might exist from the perspective of agency professionals for teenage students and single mothers on G.W.A. A total of 20 staff from 18 community agencies were interviewed. Three additional interviews were held with income maintenance staff from the Regional Social Services Department.

We attempted to determine in the first instance whether, in fact, the collateral agencies surveyed did deal with the target groups.

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With two exceptions, all agencies did provide service to our target groups. However, due to variability in record-keeping and problems with client duplication, it was impossible for us to determine exactly how many people from our target groups might be receiving such services. Many agencies had "no idea" what the actual caseloads might be; others were very specific and were able to provide precise information. Further, depending on agency mandate, agencies varied dramatically in terms of the proportion of total caseload our target group clients might constitute, ranging from "none" to "all".

a) Client-Identified Needs

TABLE 1

NEEDS IDENTIFIED BY CLIENTS TO AGENCY AND SOCIAL SERVICE STAFF

Need	Client Need Ident. to Agency Staff (17) & Frequency	Client Need Ident. to Soc.Ser. Staff (3) & Frequency	% of Respondents (20)
affordable housing	14	2	80
counselling	8	1	45
education (upgrading & alternative)	7		35
more income	6	2	40
employment preparation	6	1	35
basic life skills	5	1	30
social support	4		20
better relations with family	3	1	20
legal assistance	3	1	20
child care	3		15
transportation		1	5
book allowance		1	5

Staff in agencies were asked what needs their clients expressed. Table 1 clearly indicates that the major need expressed by teenagers to agency and social service staff was affordable housing whether for students or teen moms. Other needs heard less frequently, but still very significant, were personal counselling, more income, and educational alternatives. The need for more income, of course, is closely linked to the major need identified - affordable housing.

b) Agency Identified Needs

TABLE 2

NEEDS IDENTIFIED BY AGENCY & SOCIAL SERVICE STAFF

Need	Need Identified by Agency Staff (17) & Frequency	Need Identified by Soc.Ser. Staff (3) & Frequency	% of Respondents (20)
basic life skills	13	3	80
affordable housing	8	1	45
education	7	1	40
self-esteem	6	2	30
counselling	5		35
health care	5		25
familiarity of community resources	4		20
social support	4		20
transportation	3		15
employment/work skills		1	5
liaison with schools		1	5
parenting skills		1	5
familiarity with community resources		1	5

When asked what needs staff saw their clients as having, the greatest need seen by them was basic life skills training, particularly that pertaining to budgeting and social skills. Also cited frequently were affordable housing and educational alternatives.

The differences in the perspectives of clients and workers is clearly evident from these tables and should be noted. Expectations of both groups are bound to differ if they see needs differently, and the resulting relationships, as a result, could be unsatisfactory.

On the positive side, the need for more affordable housing is a priority for both groups and strongly indicates the urgency of action to meet this need.

c) Unmet Needs

Agency informants were asked to list what they saw as unmet needs of our target groups. Table 3 lists their answers in descending frequency of response.

TABLE 3

UNMET NEEDS OF TARGET GROUP CITED BY AGENCIES*

Unmet Need	# of Respondents
Housing	13
Basic Life Skills Training	5
Inadequate Finances	5
General Information on Services & Community	5
Job Readiness (Assessment & Education)	3
Peer Support	2

*Only the top 6 responses are listed; other responses were cited by only 1 respondent.

What is interesting in Table 3 is that, while agencies identified overall needs of their target groups (see Table 2) when asked which needs might be unmet, "basic life skills", which was the most frequently cited as an overall need, was ranked lower than "housing", suggesting that housing might be perceived as having a higher priority as an unmet need than basic life skills training. Each unmet need listed in Table 3, however, had been identified previously as a overall need.

d) Referral Patterns

We were interested in determining how teenagers on G.W.A. accessed services, and so asked collateral agencies from where they received their referrals. The results are found in Table 4 and are listed in descending frequency of response.

TABLE 4

REFERRAL SOURCES FOR TARGET GROUPS FROM COLLATERAL AGENCIES

Referral Source	# of Responses
Self	10
Other community services*	9
Family, friends	7
Health system**	7
Schools	6
G.W.A.	4
Legal system	3

* Includes: Children's Aid, group homes, "agencies".

** Most of these referrals were for single mothers seeking service.

What is notable about this system of referrals is the extremely high reporting of "informal" referral sources (self, family, friends), variability in community services referrals (from a spectrum of agencies), and the low reporting of G.W.A. as a source for referrals (particularly of note because contact with G.W.A. workers is the one common element in each of our target group cases.

Of interest is the fact that, when questioned about whether teenagers had a good knowledge of community services, only 3 respondents said no, despite the fact that 5 respondents had indicated this was an unmet need. Comments from respondents suggested a belief that most clients have the necessary basic knowledge; a couple of respondents labelled our target group as essentially "street wise". Knowledge of community resources, therefore, becomes a key point of inquiry as far as analysis of client responses is concerned.

e) Changes at Regional Social Services with Respect to Target Groups

The most popular response, but registering only 40% in frequency, was the need for a separate unit or special workers for teens.

Understandably, this need might not be one cited frequently by collateral agency staff who may not deal with the Department on a daily basis. It is significant, however, that it was a change cited by two of three Departmental staff interviewed.

TABLE 5

RECOMMENDED CHANGES FOR REGIONAL SOCIAL SERVICES

Recommended Changes for R.S.S.	By Agency Staff (17) & Frequency	By Social Service Staff (3) & Frequency	% of Respondents (20)
separate unit or workers specifically for teens	6	2	40
stricter rules regarding financial assistance	5	1	30
better liaison with agencies	5		25
more individual counselling	4		20
pre-employment training	4		20
more follow-up	4		20
housing/group home	3	1	20
tighter check of school attendance		1	5
apply more pressure to parents to take kids home		1	5

Stricter eligibility for General Welfare Assistance was mentioned as a desirable change by almost one-third of the collateral agency staff. This group was not necessarily reflecting a punitive attitude in this regard: they might see abuse of the system in the lack of expectations put upon

teenage recipients with a resulting drift into idleness and lethargy that could become a life-long pattern for some. This could well be interpreted as another argument for a teenage unit or special workers.

The other recommended changes are notable, but do not appear predominant in responses.

f) Summary of Collateral Agency Survey

Unmet needs were identified through the collateral agency survey included housing, basic life skills training, lack of adequate finances, availability of information on community services, pre-employment issues and peer support. Of these, lack of affordable housing appears to be perceived as the most pressing need. A series of possible changes in the Regional Social Services Department cited by agency respondents and Income Maintenance staff suggest a more active role for G.W.A. workers (ranging from individualized counselling to follow-up) dealing with target groups. This could be accomplished through the establishment of a separate unit, with specialized skills and resources, as suggested by several respondents.

6. SURVEY OF TARGET GROUPS

While the collateral agency survey allowed identification of some unmet needs, it is important to recognize that needs were identified from an agency perspective. By interviewing teenagers themselves, it was hoped that a broader understanding of unmet need might be developed.

This section will report on students and single mothers separately, although the initial section on demography treats them as one group. Following separate analysis, important similarities and differences between the two groups will be reviewed.

a) Demographic Profiles of Teenagers on G.W.A.

i) Sex

The majority of our sample were female (80%) which is not surprising given that one of our target groups was single mothers. Among students, eight were male (44%), ten were female (56%). Given the sample size of eighteen students, this might be considered a relatively equitable distribution.

ii) Age

The majority of our respondents (29 of 40) were 18 or 19 years old.

iii) Nationality

The majority of our sample (33 of 40; 82.5%) were born in Canada.

iv) Language Spoken

The vast majority of our sample had English as a mother tongue (85%).

v) Parents' Occupations

The parents of our respondents spanned a wide occupational spectrum. Among fathers, 17.5% were professionals, 50% were involved in unskilled or semi-skilled labour, and 10% were in some sort of service occupation. Among mothers, more than half 62.5%) were reported as homemakers. No strong trend emerges through these distributions, except for the high percentage of at-home mothers (higher than average than the population at large). The sample, however, is too small to draw any conclusions from this observation.

vi) Family History re: G.W.A.

While there is a popular notion that being "on welfare" tends to perpetuate itself across generations, this does not hold true for our sample. Over 60% of our respondents reported that their parents had never received G.W.A.; over 70% indicated that other members of their family had never received G.W.A.

vii) Summary

Table 6 documents in tabular form the information on client profiles. Perhaps the most interesting factor is the low frequency on inter-generational or intra-familial receipt of G.W.A. reported by our sample.

The remainder of this section will explore student and single mother responses separately, with a concluding section detailing significant contrasts and comparisons.

TABLE 6

PROFILE OF CLIENTS SURVEYED

Sex:	Female	32	80%	Father's Occupation		
	Male	8	20%	Professional	7	17.5%
Age:	16	4	10%	Skilled	1	2.5%
	17	7	17.5%	Unskilled/Semi-Skilled	20	50.0%
	18	14	35.0%	Service/Transport	4	10.0%
	19	15	37.5%	n/a	8	20.0%
Born in Canada:	Yes	33	82.5%	Parents Ever on G.W.A.		
	No	7	17.5%	Yes	13	32.5%
				No	27	67.5%
Language Spoken:	English	34	85.0%	Family Ever on G.W.A.		
	French	2	5.0%	Yes	10	25.0%
	Italian	-	-	No	30	75.0%
	Dutch	-	-			
	Other	3	7.5%			
	No Response	1	2.5%			

b) Students on G.W.A.

In total, we interviewed 18 students on G.W.A. during the course of the research.

i) Educational Profile

The 18 students we interviewed came from 13 different schools (5 in the sample attended 1 school). At the time of the survey, 6 had completed Grade 11 and 6 had completed Grade 12. Generally speaking, our respondents reported reasonably good academic records: four said their performance was at a "C" grade level, eleven reported a "B" grade level, and three of the sample reported "A" grade level results. We did not encounter, therefore, students performing at an academic level which threatened their ability to continue advancing academically.

As average or above average academic achievers, our sample suggests at least three possibilities. First, it may be that good academic results act as an incentive to stay in school despite difficulties at home and a shift to independent living. Second, it might be possible that leaving a "bad" home situation permits a re-application to academic studies resulting in average to above-average results as measured by reported academic grade levels. Third, higher achievers, academically, may be more stable and more available for interviewing. It would be necessary to conduct further research before arriving at any conclusions in this regard.

ii) Living Arrangements

Of the 18 students, only 1 indicated that his/her present housing conditions were unsatisfactory. However,

our interviews indicated that for some students, housing had been a problem <u>at some point in time</u> since being on G.W.A.

One-half (9) of the students had moved at least once since receiving G.W.A.; four had moved more than once. When asked why they had moved, four indicated they could no longer afford the housing (either the rent increased or G.W.A. was insufficient). The other major reason for moving encompassed poor health conditions (4 students indicated this), including excess noise, a rundown building, and crowding. In one case only was a student evicted (the reason cited was she/he did not pay the rent).

Most students (16 of 18) indicated that they lived in shared accommodation of one form or another, and, despite some difficulty shopping cited by 1 respondent, generally speaking, transportation did not seem to be a problem; when not close enough to facilities to walk, the majority of respondents relied on public transportation.

One-half of the respondents (9) found their current housing through the help of a relative or friend, indicating a fairly high reliance on informal networks of assistance.

The problems related by some of our respondents tend to reinforce the point made in the collateral agencies' survey: finding - and keeping - affordable housing may prove to be a difficulty for some students. Informal networks may prove effective for some students in resolving housing problems, but dependence on such informal mechanisms may put some students at risk with regard to housing.

iii) Lifestyle/Socialization

Our sample of students reported important social contacts, ranging from social outings to having someone close with whom they could problem-solve.

Well over half of the sample (13 of 18) indicated they had help in making serious decisions (10 of these had a relative or friend). Thirteen respondents indicated they had relatives or friends to whom they could go in case of an emergency regarding finances. All 18 reported they had a best friend to whom they could talk (in 13 cases, these "friends" were fellow students).

Most had had outside social contacts in the month previous to the interview; 15 had eaten in someone else's home; 13 had gone out with someone to a bar, movie or restaurant.

One is once again struck by the critically important role played by an essentially informal support network of friends and/or relatives. For many students, this network may prove effective. However, because it is informal, those students who do not have such a network (5, for example, did not have a friend or relative to whom they could turn in a financial emergency) may be at some risk.

iv) Contact and Experience with the Regional Social Services G.W.A. Worker

Most students (10 of 18) found out about G.W.A. through friends, 6 reported they found out about G.W.A. through professionals (e.g. school personnel, social workers).

Again, we see the importance that informal systems have played for many of our respondents.

Contact with G.W.A. workers varied: nine said they had seen their worker once in the last 3 months; 5 reported seeing their worker twice over the same time period; 4, however, reported they had not seen their worker at all over the last 3 months.

Generally, respondents felt positively about their worker: 15 indicated that their worker listened to complaints problems; 13 said their worker explained things and was approachable; 12 said their worker tried to help them resolve problems; 9 students had received referrals to "outside" resources from their workers.

Overall, then, we found a reasonably positive assessment of the relationship between a client and her/his worker. In the next section, we shall see, however, that when asked about the G.W.A. system generally, students were less positive in their assessments.

v) Experience with and Assessment of the G.W.A. System

When asked "how do you feel about being on welfare?", one-half of the students (9) responded negatively, 3 responded positively, and 6 gave "neutral" assessments. Negative comments related most often to the inadequacy of income and/or the stigma associated with receiving "welfare". Positive comments recognized the "enabling" nature of G.W.A.: students could still go to school because they had an independent income. Neutral comments included "while in school, it's O.K. - it's temporary", "doesn't bother me" and "O.K. for time being".

Even when neutral comments are interpreted benignly, a full one-half of our respondents had negative feelings.

These overall assessments were pursued by asking students a series of questions about entitlements and adequacy of welfare. A full 50% (9 of 18) students felt that most people did not get all the assistance to which they are entitled - seven students felt they did. When asked about their own personal situation, 6 of 8 - 33%, felt they were not getting all that they were supposed to receive.

Of these six, only 3 had talked to anyone about this perceived unfairness, and only 1 of these had talked to their worker (the other 2 talked to friends). Of the 3 who had not talked to anyone about this perceived unfairness, 1 did not know to whom to speak, 1 felt it would not do any good to talk to anyone, and 1 was afraid of getting in trouble with the welfare people. In sum, of those who perceived they might not be receiving everything to which they were entitled, only 1 followed the official channel for pursuing such a problem.

In general, the vast majority (15 of 18) of students said they did not know what, if anything, they could do about not getting the benefits to which they were entitled. Of the 3 who indicated they did know what to do, only 1 reported learning this from their worker.

When asked "does the welfare system treat you fairly?", the majority of students said yes. However, the answers which they provided indicated the important mediating role the worker had and/or the enabling function of welfare in general. For example, one student said "... when the worker gets to know you, you become friends."

Another noted "If I had a problem, they would be available". Both these comments indicate the importance of the personal dynamics between worker and client. With regard to the enabling function of G.W.A., one student says "(G.W.A.) gives me money so I can stay in school".

Among negative comments about the system's fairness, which were in the minority", the worker's mediating role was once again important: "worker doesn't treat me like an individual - poor attitude"; "workers should be better persons to talk to". Where the role of the worker was not noted, the inadequacy of income on G.W.A. was: "I want more money so I don't have to move or live in dumps".

When asked about what changes they might like to see, students centred their suggestions on: issuance of bus passes (4 of 18), cheques to be issued every two weeks to assist with budgeting (4 of 18), more money (5 of 18), and, improvement in performances by workers (9 of 18). With regard to this last change area (workers' performances), some distinction can be drawn between workers' attitudes and constraints imposed by the system (e.g. more visits, workers in the office more often).

In sum, students seemed to differentiate between the role of the worker in the system and the system, with the system receiving a generally more critical assessment than the workers (although, in some cases, students viewed worker attitudes critically).

There also appeared to be a startling lack of information among students about entitlements and appeal processes, with problems being discussed not with workers, but with informal support networks.

What this section also points out is the extremely important mediating role which an individual workers has through his/her ability to interpret the system to the client, and ability to provide information, referral and support. At least with this group of G.W.A. recipients, the role of the G.W.A. worker has an important impact.

c) Single Mothers on GWA

Our sample of single mothers on GWA totalled 22.

i) Educational Profile

Of the 22 single mothers interviewed, one-half had completed high school. The remainder had last attended an elementary (1) or vocational (10) school. When asked about their average mark in their last completed term of school, 2 of 22 (9.1%) described themselves as "A" students, 7 (31.8%) described themselves as "B" students, and 9 (40.9%) said they were "C" students. One said she was a "D" student, and the remaining 3 refused to answer. Generally, the sample of single mothers reported less successful academic grade levels than did the sample of students.

ii) Living Arrangements

Of the 22 single mothers, 6 (27.3%) indicated that they were dissatisfied with current living arrangements. This is a much higher incidence of current dissatisfaction than that expressed by the sample of students.

Ten of the respondents (45.5%) indicated that they had moved at least once since receiving G.W.A. (more than one-half (12) had not). This is roughly comparable to the incidence of moving among students as well. When asked why they had moved, four cited monetary reasons, and other reasons included noise (1), poor health conditions (1), crowding (5), and lack of privacy (4). No respondent indicated that she had ever been evicted.

Twelve of the respondents (54.5%) lived with their children only, while the remaining 10 shared accommodation.

Only 1 respondent indicated that transportation was a difficulty for her, and walking and/or public transportation were the dominant modes of getting to and from the store for groceries.

The majority of single mothers lived within 3-4 blocks of a pharmacy (16 or 72.7%), laundry (20 or 90.9%), a variety store (21 or 95.5%), day care (11 or 50%) and a school (17 or 77.3%). Doctors' and dentists' offices were, on average, more distant. The majority of the respondents also had recreation facilities reasonably close to them (within 3-4 blocks): park, playground, swimming pool, community centre, and ball diamond. These factors helped contribute to a very positive assessment of their neighbourhood as a good place in which to bring up children; 20 of 22 (90.9%) felt this was so. Dominant reasons cited were: other children to play with (8 of 20, or 40%), good neighbours (6 of 20, or 30%), close to parks (5 of 20, or 25%), quiet neighbourhood (5 of 20, or 25%), and close to schools (3 of 20, or 15%).

Nine (40.9%) found their current housing through a relative or friend, indicating once again the importance of informal support networks. Two of the respondents were currently in rent-geared-to-income housing; 2 more were on a waiting list.

Generally, then, single mothers had a higher level of dissatisfaction with current housing than students, and although a relatively similar number of them (as compared to students) had moved since receiving G.W.A., they tended to move more. Even though most were

satisfied with where they were living in terms of its suitability for children, some were currently dissatisfied for other reasons.

Some single mothers, like students, do seem to have trouble securing adequate housing, and, like students, some have depended on informal networks for assistance. Once again, this tends to reinforce agency perceptions that housing is a problem, and that some single mothers may be at risk in finding suitable accommodation.

iii) Lifestyle/Socialization

Like students, single mothers had important social contacts.

Eighteen (81.8%) of the respondents said they had someone to help them make serious decisions. Nineteen (86.4%) had someone they could approach in a financial emergency, and the same percentage reported they had a best friend to whom they could talk.

Most had been out to someone else's home, or had gone with someone for a meal, movie, or out to a bar, within the preceding month.

Other studies have indicated that the social isolation experienced by single parents can be severe. This does not, at an initial glance, seem to hold true for our sample. It might be speculated that, because they are younger, are perhaps in touch with their families, and a large number are living in shared accommodation (10 of 22), there is some mitigation against social isolation. This is impossible, however, to determine on the basis of our research.

iv) Contact and Experience with the Regional Social Services G.W.A. Worker

Eighty-six percent (19 of 22) of our sample found out about G.W.A. from friends and/or family. Again, the importance of informal networks becomes clear. Seven (31%) had been on welfare at least once before (2 as single parents, 1 as a self-supporting student, 2 unemployed and 1 because her husband had been laid off).

Contact with G.W.A. workers once again varied, with one-half of the respondents having seen their worker within the last two months. Five (22.7%) reported not seeing a worker within three months prior to the interview.

A large majority of the respondents felt positively about their worker; 20 (90.9%) said their worker listened to them; 18 (81.8%) said they felt they could talk to their worker or that their worker explained things to them; 17 (77.3%) said their worker tried to help them with their problems, and, 16 (72.7%) said their worker made referrals if necessary or asked about their children. Like the students, more generalized assessment of the welfare system tended to be less positive as seen in the following section.

v) Experience with and Assessment of the G.W.A. System

When single mothers were asked "how do you feel about being on welfare?", 14 of the respondents (63.6%) responded negatively, and the remainder were essentially neutral ("it's okay", "alright"). Negative comments centred on the inadequacy of income or the stigma associated with being in receipt of welfare.

When asked more particularly if they felt most people on welfare received everything to which they were entitled, opinions were evenly split (10 said "yes", 10 said "no", and 2 offered no opinion). When asked whether they felt that they themselves were getting everything to which they were entitled, 12 (54.5%) said "yes" and 9 (40.9%) said "no". This was a higher level of dissatisfaction than that expressed by students.

Of those 9 who felt they were not getting what they were supposed to, only 4 (44.4%) had spoken to anyone about it, and only 2 had spoken to their G.W.A. worker. When those who had not pursued entitlements were asked why they had not, one said she did not know who to talk to, one indicated it would do no good, one was waiting for a transfer to F.B.A., and the others gave no response.

In fact, like students, many single mothers indicated they would not know to whom to go to complain about entitlements; 14 of the 22 so indicated (63.6%). Of the eight respondents who indicated they would know what to do, only 4 indicated they had learned about the procedure from their worker. Like students, single mothers report having little knowledge of official complaint procedures, underscored by the infrequent reported use of such channels.

When asked "does the welfare system treat you fairly", the majority of single mothers said "yes" (15 of 22, or 68.2%). Again, perception of the G.W.A. worker in question seemed to play a mediating role; as did the "enabling" function of G.W.A. (e.g. comments such as "without welfare, I'd have nothing", "they are polite", "nice workers")..

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Among the 5 respondents who indicated that the system did not treat them fairly, inadequate payments and negative experiences with workers characterized the comments made, indicating once again the important mediating role played by the front line worker.

When asked what changes they might like to see, one-half the respondents indicated payments were too low. Six single mothers indicated they would like to see workers assisting more with personal problems, and five mentioned more rapid transfers to F.B.A.

In sum, single mothers seemed to share with students a more negative view of the welfare system (as contrasted to the welfare worker). Again, the worker would appear to play an important mediating role; a positive experience with a worker is clearly an advantage. And, like students, many single mothers were concerned about the inadequacy of G.W.A. payments.

Single mothers, like students, tended to be poorly informed about appeal procedures within the system. We saw again that only a few G.W.A. workers were reported as providing this information to their clients, a finding replicated with the student sample.

7. KEY ISSUES

i) Housing

For a significant proportion of both the students and single mothers interviewed, finding and maintaining suitable housing was a problem. In some cases where housing was found, there

was a clear dependence on informal information networks for assistance, putting at risk those teenagers who do not have access to such networks.

Other research done in this community has indicated the clear need for more social housing, whether for young singles or for families. Our findings tend to reinforce this perception.

ii) Access to Information by Clients

There was a significantly low level of knowledge in both samples regarding appeals procedures, with workers only infrequently cited as sources of information for these procedures. Given that G.W.A. workers are in touch with all clients, this suggests strongly that the worker's role in communicating such information needs to be evaluated and - if necessary - changed.

iii) Mediating Role of the G.W.A. Worker

In both samples, the role of the G.W.A. worker was seen to have some important mediating effects in determining perceptions of fairness and even effectiveness of the G.W.A. system. This is not particularly surprising given that most clients experience the system through their interaction with their worker.

8. RECOMMENDATIONS

This report details information drawn from research which was intended to give us some initial insights into the problems faced by two particular groups of teenagers on General Welfare Assistance - single mothers and students. Given the constraints to the study with regard to time and resources, it was not possible to provide more than an exploratory analysis. However, certain parallels emerged from both groups surveyed as well as from agencies who provide service to them. These issues are sufficiently significant in their frequency and importance to permit us to make some recommendations at this point.

i) Housing

There has been significant work done in Hamilton-Wentworth over the last few years with regard to the availability of affordable housing in our community. Invariably, this work has focused on housing for families, and has concluded that our community lacks the affordable housing it needs (see, for example, The Report from the Task Force on Assisted Family Housing, Social Planning and Research Council of Hamilton & District, 1981). The issue has been perceived as so critical as to convince the City of Hamilton to investigate the establishment of a municipal non-profit housing corporation.

However, when we look at young people, it is not surprising to find that the problems in securing affordable housing may be just as difficult for them as it is for families. Most rent geared-to-income housing is not available to them (except for single mothers), and work has already been done in this community suggesting the need for assistance with regards to housing for youth (see, for example, the Social Planning and Research Council's Submission to the City of Hamilton's Committee on Jobs, Social Planning & Research Council of Hamilton & District, 1982).

Our report's findings merely underscore what many advocates within the community have been saying for several years - youth are at risk in securing affordable housing. Nor is this problem unique to Hamilton as the November, 1983, Final Report of the Task Force on Housing for Low-Income Single People of Metropolitan Toronto indicates.

Given the complex delivery system of housing programmes in our community, embracing all levels of government and the private, public and voluntary sectors, it is clear that an effective response to this lack of affordable housing must involve all these sectors in a task-oriented way.

It is therefore recommended that:

A. The Regional Social Services Department convene an initial meeting of those agencies and organizations involved in the provision of low-income housing and those agencies and organizations working with youth for whom housing is an issue, in order to:

   i) delineate the nature and extent of the problem, and

   ii) investigate and recommend to the appropriate bodies strategies for overcoming the problem.

The Metro Toronto Task Force in its recommendations, called upon the Metro Toronto Housing Company Limited to "provide accommodation for low-income singles of all ages". We recognize that such a recommendation in our community would prove premature. However, it is felt that the problem is of sufficient urgency to alert the City of Hamilton, and to request that housing for youth be explored in the context of the current investigation of a municipal non-profit housing corporation.

Therefore, it is recommended that:

B. The City of Hamilton be provided with the findings of this research and that the City further be requested to consider the problem of affordable housing for youth in its investigation into the feasibility of establishing a municipal non-profit housing corporation.

ii) Life Skills Training

While teenagers themselves did not identify life skills as a problem area, a majority 80%) of the collateral agency respondents did. And although only 5 of those respondents saw this as an unmet need, the very real concern of teenagers regarding the inadequate payments which they receive suggests that, at least in the area of budget counselling, access to life skills training would be of tremendous value.

Agencies currently providing budget counselling usually do so as an extension to credit counselling services and rarely can provide budget counselling services in an of itself.

It is therefore recommended that:

C. The Regional Social Services Department, in consultation with agencies providing budget and credit counselling, investigate possible options for providing teenagers on G.W.A. with basic budgeting information.

iii) Access to Information

Two key findings suggest the target groups of our research may have insufficient knowledge with regard to the services of the Social Services Department, their rights under the General Welfare Act, and, in some cases, with regard to community resources.

These were, first, the extremely low percentage of respondents who knew where to initiate an appeal and, second, the high degree of dependence on informal networks for information and assistance. Where informal networks do exist and are used by teenagers, there is no guarantee that they will, as of right, get the information or assistance they actually require. Teenagers who do not have, or do not use, informal networks, are even more at risk.

The Regional Social Services Department is currently preparing an information pamphlet on benefits/entitlements and appeal procedures which will be distributed to all recipients. This pamphlet will eliminate part of the cited problem.

Further to the above, however, we recommend:

D. The Department investigate the possibility of providing to all teenagers, on intake, a listing of community services which might be useful to them and which explains how these services can be accessed.

iv) Changes Within the Social Services Department

The research indicates that more specialized services to teenagers, e.g., a special unit, special workers, should be explored. Limited staff resources may not make this a viable alternative at the present time. In addition, the exploratory nature of this research suggests discussion within the Department about other options is necessary.

Therefore, we recommend, that,

The Department review its service-delivery to teenage recipients to determine if it can be improved, in consultation with appropriate collateral agencies, and within the context of current constraints on resources.

A P P E N D I C E S

A. Collateral Agency Questionnaire*

B. Teen-Age Recipient Questionnaire*

C. List of Literature Reviewed

D. List of Participant Collateral Agencies & Services

* Detailed/composite responses to questions are available, upon request, from the Department of Social Services; call Norma Walsh, 526-4179.

A P P E N D I X A

COLLATERAL AGENCY QUESTIONNAIRE: _____

I am working for Regional Social Services on a summer canada grant project doing a study of teenagers on welfare, specifically those age 16 to 19. The goal of our project is to review the services that are offered to students/single mothers on G.W.A., and perhaps pinpoint gaps and weaknesses in the community services network. Your direct contact with students/single mothers on G.W.A. would provide us with valuable information and be an asset to our project.

1. What number of teenagers, ages 16-19, does your agency currently serve?

_____

What percentage of the agency's total caseload do these teens comprise?

_____

What proportion of these teens are receiving G.W.A.?

_____

2. What kinds of needs do your clients identify?

3. What needs do you see teens on G.W.A. as having?

4.a) What specific services does your agency provide for the target groups with which we are concerned?

b) Probe: Types of support groups
Types of counselling (individual, family, group)

b)

5.a) From where do you obtain the majority of your referals?

b) Probe: self/agency

c) What is the admission criteria?

6.a) What is the length of your current waiting list?

_____

b) What is the average time period for being on the waiting list?

_____

7.a) Is there a fee for service?

_____

b) On what basis is the fee determined?

c) What proportion of your clients in total pay for service?

_____

d) What proportion of our target group pay for service?

_____

8.a) How long is the average duration of contact between this agency and the client?

_____

b) The shortest length of contact?

_____

c) The longest length of contact?

_____

9.a) Under what circumstances would you make referrals to other agencies?

b) What percentage of teens do you refer to other agencies?

_____

10. Do you have any follow-up procedures, if so, what type and what frequency on average?

11. Do you see any needs of our target group that you would consider unmet? (Rate according to importance)

12. What changes, if any, would you like to see occur at RSS with regard to the target groups?

A P P E N D I X B

CLIENT QUESTIONNAIRE

Hello, I am _____ from the Department of Social Services. I am working for the summer with the department to find out about teenagers on welfare and what changes, if any, should be made to the welfare system.

Now I am going to ask you some questions about your present situation and about your experiences with the welfare system. Your answers will remain anonymous and no one outside of our group will see your questionnaire.

BACKGROUND DATA

*Note: Make a note to tell respondent that she/he can refuse to answer any of the background data questions due to the Human Rights Act.

Q.1 Sex of respondent: Male_____ Female_____ (Observation only!)

.2 What is your date of birth? Day_____ Month_____ Year_____

Age:_____(Do not ask) Refused_____

.3.a. Do you have any children? Yes_____ No_____ Refused_____

b. (If yes) How old are they? _____

_____

_____

Q.4 What religion were you raised in?

Roman Catholic _____ Presbyterian_____
Anglican_____ Baptist_____
United_____ Lutheran_____
Jewish_____ None_____
Other(specify)_____ Refused_____

Q.5 What is your father's country of birth? (Do not read list)

Canada_____ Italy_____
Great Britain_____ Holland_____
Germany_____ Poland_____
Other(specify)_____ Refused_____

Q.6 What is your mother's country of birth? (Do not read list)

Canada_____ Italy_____
Great Britain_____ Holland_____
Germany_____ Poland_____
Other(specify)_____ Refused_____

Q.7 What is the language most often spoken at home? (Do not read list)

English_____ Italian_____
French_____ German_____
Portugese_____ Dutch_____
Other(specify)_____ Refused_____

Q.8 What was your father's occupation or what type of work did he do most? (Do not read list)

professional_____ Other(specify)_____
labourer_____ Refused_____
sales_____ D/K_____

Q.9 What was your mother's occupation or what type of work did she do most? (Do not read list)

homemaker_____ Other(specify)_____
secretarial_____ Refused_____
sales_____ D/K_____

Q.10.a. Were you born in Canada? YES or NO? If YES, go to Q. 11.

b. (IF NO): What country were you born in?

Great Britain_____ Holland_____
Germany_____ Poland_____
Italy_____ Other(specify)_____
Refused_____

c. When did you come to Canada? Month_____ Year_____

d. How long have you lived in Ontario? Years_____

Q.11.a. Were you born in Ontario? YES_____ NO_____

b. (If YES) How long have you lived in Ontario? Years_____

c. Where were you born? _____

d. When did you come to Ontario? _____

Q.12 What was the name of the last school you attended?
Name_____ (Do not read list)

elementary_____ secondary_____
vocational_____ Other(specify)_____
Refused_____

Q.13 What was the last grade you completed?_____
(Do not read list)

some elementary_____ completed elementary_____
some high school_____ completed high school_____
some vocational_____ completed vocational_____
Other(specify)_____

Q.14 What was your average mark in your last completed term of school? (Do not read list)

A(80+)_____ B(70+)_____ C(60+)_____ D(50+) or less_____
Refused_____

Q.15 Many people find out about welfare different ways, how did you find out about welfare? (Do not read list)

friend_____
family_____
teacher_____
counsellor(specify)_____
Other(specify)_____

Q.16.a. Have you ever received welfare more than once?

YES_____ NO_____ (If NO, go to to Q. 17)

b. (If YES): What was the main reason you were on welfare before? (Do not read list)

unemployed_____
self supporting student_____
temporary disability or illness_____
single parent_____
Other(specify)_____

c. When did you begin receiving welfare this time?

Month_____ Year_____

Q.17 The following is a list of different reasons why people might be receiving welfare assistance. Please tell me which of these reasons applies to your present situation. (Read list)

unemployed_____
self supporting student_____
temporary/permanent disability or illess_____
single parent_____
Other(specify)_____

Q.18.a. In total how many people are living with you now? (Do not read list)

one_____ two_____ three_____ four_____ more_____

b. In total how many people are living with you that you have to support? (Do not read list)

none _____ one_____ two_____ three_____ four_____ more_____

Q.19 How many times have you moved since you have been on welfare this time? (Do not read list)

once_____ twice_____ three times_____ four times_____

more_____

Q.20.a. Since you have been on welfare have you ever moved because you could no longer afford to stay where you were living?

YES_____ NO_____

Q.20.b. (If YES) Why? (Do not read list)

rent increase_____ G.W.A. not enough_____

Q.21.a. Since you have been on welfare have you moved because of poor health conditions where you were living?

YES_____ NO_____

b. (If YES) Why? (Do not read list)

insects/pests_____
no hot running water_____
no heating_____
poor ventilation_____
odours_____
rundown building_____
Other(specify)_____

Q.22.a. Since you have been on welfare have you moved due to the noise level around where you are living?

YES_____ NO_____

b. (If YES) Why? (Do not read list)

traffic_____
stereos_____
people fighting and shouting_____
people throwing things around_____
screaming children_____
parties_____
Other(specify)_____

Q.23.a. Since you have been on welfare have you moved because of the neighbours?

YES_____ .NO_____

b. (If YES) Why? (Do not read list)

arguing_____
stereos_____
parties_____
dirt_____
personal disputes_____
Other(specify)_____

Q.24.a. Since you have been on welfare have you moved because you did not have enough living space?

YES_____ NO_____

b. Also have you ever moved since you have been on welfare because of a lack of privacy?

YES_____ NO_____

.25.a. Since you have been on welfare have you moved due to a lack of transportation?

YES_____Please explain_____ NO_____(If NO, go to Q. 26)

b. (If YES) What was your main form of transportation? (Do not read list)

public transportation_____
walk_____
taxi_____
rides from friends or neighbours_____
Other(specify)_____

c. (IF PUBLIC TRANSPORTATION IS USED)

How far was the bus stop from your home? (Read list)

1 block_____ 2 blocks_____ 3 blocks_____ more(specify)_____

.26.a. Have you ever had any problems with your landlord?

YES_____ NO_____

b. Have you ever had any notice asking you to leave your apartment?

YES_____ NO_____

c. Since you have been on welfare have you ever been evicted?

YES_____ NO_____

d. (If YES) Why? (Do not read list)

landlord made a pass at me_____
I did not get along with someone in the building_____
partying_____
I was too noisy_____
I did not pay the rent on time_____
I did not pay the rent at all_____
illegal pets/people_____
I damaged property_____
Other(specify)_____

.27.a. Do you have any problems where you are living now?

YES_____ NO_____

b. Do you think that your present housing conditions are satisfactory?

YES_____ NO_____

(If YES, go to Q. 28)

.27c. (IF NO) Have you ever talked or written to anyone about your housing conditions?

YES____ NO____

(IF NO GO TO Q. 29)

d. (IF YES) Who? (DO NOT READ LIST)

superintendent_____
landlord_____
friend_____
relative_____
Other (specify)_____

e. Were they able to do anything about it?

YES____ NO____

Q.28a. In the place where you are now living, is your rent geared to your income?

YES_____ NO____

(IF NO GO TO Q.29) (STUDENTS ONLY)

b. (IF YES) Are you now living in Hamilton Housing?

YES____ NO____

c. (IF NO) Specify_____

d. Are you on a waiting list for either low income or public housing?

YES_____ NO____

Q.29a. (STUDENTS ONLY)

In the place where you are now living, do you have room to study in?

YES____ NO____

b. (IF NO) Why not?_____

.30a. Do you have a kitchen? YES____ NO____

b. Do you have a bathroom? YES____ NO____

c. Do you share your kitchen with another person/family?

YES____ NO____

d. Do you share your bathroom with another person/family?

YES____ NO____

e. Not including the kitchen and bathroom, how many rooms do you have? (DO NOT READ LIST)

0____ 1____ 2____ 3____ more(how many?)_____

Q.31 Which of the following things do you have in your bathroom? (READ LIST)

	YES	NO
a bathtub	___	___
a wash basin or sink	___	___
a flush toilet	___	___
hot running water	___	___
cold running water	___	___
a shower	___	___

Q.32a. Did someone you know help you find this (house,apartment/room)?

YES____ NO____

b. (IF YES) Who? (DO NOT READ LIST)

relative_____
friend_____
neighbour_____
personal friend_____
Other(specify)_____

Q.33a. (STUDENTS ONLY)

How far is your school from your home?(READ LIST)

1 block____ 2 blocks____ 3 blocks____ more____ (if more)estimate____

b. How do you usually get to and from school? (DO NOT READ LIST)

walk_____
public transportation_____
taxi_____
own private car_____
friend's car_____
Other(specify)_____

Q.34a. How far is the store where you get most of your groceries from your home? (READ LIST)

1 block____ 2 blocks____ 3 blocks____ more____ (SPECIFY)_____

b. How do you get to and back from the grocery store with your groceries? (DO NOT READ LIST)

walk_____
public transportation_____
taxi_____
own private car_____
friend's car_____
Other(specify)_____
do not shop for groceries___

Q.35 Which of these things are within 3 to 4 blocks of your home?

	within 3-4 blocks Yes	No
pharmacy	___	___
laundry	___	___
doctor's office	___	___
dentist's office	___	___
variety store	___	___
day care	___	___
school	___	___
other(specify)	___	___

Q.36 (SINGLE MOTHERS ONLY)
Which of these things are within 3 to 4 blocks from your home? (Read list)
Is there an admission charge for each?

	within 3 - 4 blocks Yes	No	admission charge Yes	No
park	___	___	___	___
playground	___	___	___	___
community centre	___	___	___	___
swimming pool	___	___	___	___
skating rink	___	___	___	___
ball diamond	___	___	___	___

Q.37.a. (SINGLE MOTHERS ONLY)
Is this neighbourhood a good place to bring up children?

Yes _____ No _____

b. (If yes)
What things make it a good place to bring up children?
(DO NOT READ LIST)

other children to play with_____
good neighbours_____
quiet neighbourhood_____
close to schools_____
close to church_____
close to parks, play areas_____
away from city centre_____

c. (If no)
What things make it a poor place to bring up children?
(DO NOT READ LIST)

rough neighbourhood_____
heavy traffic_____
overcrowded_____
no decent play area_____
almost everyone in neighbourhood is on welfare_____
poor housingconditions_____

.38 The following is a list of activities that some people do. Which, if any, of these have you done in the last month? (Read list)

Have you...	YES	NO
- had someone to your home for lunch or dinner	_____	_____
- gone to someone's home for lunch or dinner	_____	_____
- had someone come by your home to visit	_____	_____
- gone out with someone to a bar, movie, restaurant, etc.	_____	_____
- met someone you know outside your home	_____	_____
- done some volunteer activity	_____	_____
- nothing	_____	_____

.39.a. Often people rely on the judgement of someone they know in making important decisions about their lives. Is there anyone whose opinion you consider seriously in making important decisions?

YES_____ NO_____

b. (If YES) Who? (Do not read list)

relative(specify)_____
friend_____
boy/girlfriend_____
neighbour_____
Other(specify)_____

.40 Now I am going to ask you some questions about you and your neighbours and the kinds of things you may have done together in the last month.

	YES, MOST OF THE TIME	SOMETIMES	NEVER
Do you and your neighbours help one another by picking things up at the store?	_____	_____	_____
Do you and your neighbours ever go shopping together?	_____	_____	_____
Do your neighbours ever talk over their problems with you when they are worried or ask for your advice?	_____	_____	_____
Do you ever exchange food or clothing with your neighbours?	_____	_____	_____
Do you and your neighbours help one another with meals and housework when someone is sick?	_____	_____	_____
(STUDENTS ONLY) Do you and your neighbours help each other with home work?	_____	_____	_____

Q.41.a. Are you presently going out with anyone?

YES_____ NO_____

b. (If YES) Is s/he going to school?

YES_____ NO_____

c. Do you have a best friend that you can talk to?

YES_____ NO_____

d. (If YES) Is s/he going to school?

YES_____ NO_____

Q.42 If you needed to get together a large sum of money in an emergency, who could you probably ask to lend you some or all of it? (Do not read list)

relative_____
friend_____
neighbour_____
boy/girlfriend_____
Other(specify)_____

Q.43.a. (SINGLE MOTHERS ONLY Q. 43 TO 47)
Do you have a regular child-care arrangement for any of your children during the day?

YES_____ NO_____

Could you please tell me what type of arrangement it is? (Do not read list)

	YES	NO
nursery school	_____	_____
day care center	_____	_____
regular sitter	_____	_____
Other(specify)_____		

b. (If a sitter) Who is your sitter?

relative_____
friend_____
neighbour_____
Other(specify)_____

Q.44.a. Have you taken care of anyone else's children in the last month?

YES_____ NO_____

b. (If YES) Whose children have you taken care of? (Do not read list)

relative_____
friend_____
neighbour_____
Other(specify)_____

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Q.45.a. If you have an emergency, do you know someone who would look after your child(ren)?

Yes _____ No _____

b. (If no) How often have you had to pay someone to babysit in the last month?

Number of times_____

Q.46 Where would you go for medical help if you or one of your children was sick? (Do not read list)

family doctor_____
public health unit_____
hospital out-patient or emergency_____
other (specify)_____

Q.47.a. Have you been visited by a public health nurse in the last month?

Yes_____ No_____

b. (If yes) How many visits have you had from a public health nurse in the last month?

Number of times_____

Q.48 (STUDENTS ONLY)
Different people go to school for different reasons. What is the main reason that you are going to school? (Do not read list)

wants to go to post secondary_____
because they haven't found a job_____
because they want a better job_____
their friends are in school_____
boyfriend/girlfriend in school_____
nothing else to do_____
they want their grade 12_____
they want their grade 13_____
other(specify)_____

Q.49.a. Have you ever actively looked for a job since you were sixteen?

Yes_____ No_____

b. (If yes) Did you look for a job which was (read list)?
full time_____
part time_____
summer job_____

Q.50.a. Do you enjoy going to school?

Yes___ No___

b. Do you feel you are learning anything at school?

Yes_____ No_____

Q.51 Now I am going to ask you some questions about how often you see your welfare worker.

a. How long has it been since you have seen your welfare worker?

_____

b. When was the last time your welfare worker came to your home?

_____

c. When was the last time prior to that?

_____

d. How many times in the last 3 months has your welfare worker been to see you?

_____

Q.52.a. Does your welfare worker let you know that s/he is coming to see you?

YES_____ NO_____

b. When s/he does let you know that they are coming over is the appointment for ...

	YES	NO
a specific time	_____	_____
a specific day	_____	_____
a specific morning or afternoon	_____	_____
2-3 days from the last one	_____	_____

c. (If YES) How does your worker let you know that s/he is coming?

telephone_____
letter_____
s/he told you_____
Other(specify)_____

d. Has your welfare worker ever not kept an appointment with you?

YES_____ NO_____

(If YES) What reason does the worker usually give for missing an appointment with you? (Do not read list)

too busy_____
the worker was sick_____
the problem was solved in the office_____
a previous appointment that took too long_____
Other (specify)_____

e. When the worker was not able to see you did s/he let you know

	YES	NO
before the appointment	_____	_____
after s/he missed the appointment	_____	_____
a third party called to cancel for the worker	_____	_____

.53.a. Since you have been on welfare, has your worker referred you to other agency(ies)?

YES_____ NO_____

b. (If YES) What agency(ies) did your worker refer you to? (specify)

_____
_____
_____

c. Did you go to any of these other agency(ies)?

YES_____ NO_____

d. (If YES) To which agency(ies) did you go?

_____
_____
_____

(If NO) Why did you not go to any or some of the agencies?

did not want to bother_____
did not think they would help_____
embarrassed_____
agency has bad reputation_____
do not like social workers_____
Other(specify)_____

Q.54.a. Do you think that almost everyone on welfare gets all the assistance they are supposed to get?

YES_____ NO_____ D/K_____

(If YES, go to Q. 55)

b. Are you personally getting all the welfare assistance that you think you are supposed to get?

YES_____ NO_____ D/K_____

c. If NO, have you talked to anyone about this?

YES_____ NO_____

d. (If YES) Who have you seen? (Do not read list)

welfare worker_____
other people at welfare office_____
minister or priest_____
politician_____
citizen's group_____
Other (specify)_____

.54.e. (If NO) Why have you not seen anyone about it? (Do not read list)

have not got around to it(put it off)_____
do not know who to see or what to do_____
it would not do any good_____
would get in trouble with welfare people_____
do not want to create a nuisance_____
Other(specify)_____

Q.55.a. Do you know what, if anything, you can do if you think you are not getting all the money you should from welfare?

YES_____ NO_____

b. (If YES) How did you learn about this? (Do not read list)

leaflet with cheque_____
notice posted in welfare office_____
informed by worker_____
notice printed on welfare application_____
friend_____
Other(specify)_____

Q.56.a. Have you ever considered questioning the amount of welfare assistance you receive?

YES_____ NO_____

b. (If NO) Why did you decide not to question it? (Do not read list)

I have not got around to it_____
I do not know who to see or what to do_____
It would not do any good_____
I would get in trouble with my worker_____
I do not want to cause a problem_____
Other (specify)_____

.57 Now I am going to read you a list of statements that some people have used to describe their welfare workers. After I read each statement, I would like you to tell me whether or not you feel that the statement is true of your present worker,

	TRUE	NOT TRUE
My welfare worker listens to me when I have a problem or complaint.	_____	_____
My welfare worker explains everything to me.	_____	_____
My welfare worker tries to help me with my problems.	_____	_____
My welfare worker gets someone else to help me if s/he cannot	_____	_____
My welfare worker always asks about my child(ren).	_____	_____
I feel I can talk to my worker.	_____	_____

Q.58 (STUDENTS ONLY)
Here is a list of some different things which some people have said should be changed about the welfare system. Please tell me how you would rate them. (read list)
(very important, important, somewhat important, not important)

they should provide bus passes _____
they should provide students with a book allowance _____
they should provide extra money for extra expenses for retraining _____
they should offer prepatory courses for students who are returning to school after being out of school for a while _____

Q.59 (SINGLE MONTHERS ONLY)

Here is a list of some different things which some people have said should be changed about the welfare system. Please tell me how you would rate them. (read list)
(very important, important, somewhat important, not important)

they should provide extra money for baby needs _____
(clothing, crib, bottles, etc.)
they should provide parenting skills _____
they should provide daycare _____
they should provide counselling both before and after the baby is born _____
they should provide counselling for job readiness _____
they should provide free birth control _____

Q.60 What would you do if you had a problem with...(read list).
Would you...
1. do nothing
2. solve it yourself
3. try to find someone to help

1.	loneliness	1	2	3
2.	depression	1	2	3
3.	drugs	1	2	3
4.	alcohol	1	2	3
5.	family members	1	2	3
	(STUDENTS ONLY)			
6.	teachers	1	2	3
7.	other students	1	2	3
8.	homework	1	2	3
9.	attendance	1	2	3
10.	sickness	1	2	3
	(SINGLE MOTHERS ONLY)			
11.	daycare	1	2	3
12.	being a new parent	1	2	3
13.	social life	1	2	3
14.	meal planning	1	2	3
15.	babysitters	1	2	3
16.	father of the child	1	2	3
17.	housing	1	2	3

.61 For each answered "find someone to help" ask who would they go to for help. (do not read list)

(specify number of problem)

guidance counsellor _____
teacher _____
welfare worker _____
manpower worker _____
other social worker (specify) _____
doctor _____
minister/priest _____
police _____
health nurse _____
legal aid _____
lawyer for fee _____
probation officer _____
other(specify) _____

.62.a. Were your parents ever on welfare?

Yes _____ No _____ D/K _____ Refused _____

b. Are any other members of your immediate family on welfare now?

Yes _____ No _____ D/K _____ Refused_____

OPEN-ENDED QUESTIONS

.63 How do you feel about being on welfare?

.64 Does the welfare system treat you fairly? If yes, how? If no, why not?

.65 What changes would you like to see made to the welfare system?

.66 Do you feel that you are getting all the help you need to deal with your problems if you have any?

.67 Are there any other statements you would like to make about the welfare system?

A P P E N D I X C

1. Young Parents: Issues & Concerns. Advisory Committee to Children's & Youth Services Committee of Brant. Brantford, Ontario, March 1984.

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3. Poor Kids. National Council of Welfare. Ottawa, Ontario, March 1975.

4. Task Force on Housing for Low-Income Single People; Final Report. Municipality of Metropolitan Toronto, November, 1983.

5. The Report from the Task Force on Assisted Family Housing, Social Planning & Research Council of Hamilton & District, 1981.

6. Submission to the City of Hamilton's Committee on Jobs, Social Planning & Research Council of Hamilton & District, 1982.

A P P E N D I X D

PARTICIPANT COLLATERAL AGENCIES & SERVICES

- St. Matthew's House
- Inasmuch House
- Lonar Work Activity Project, Dept. of Social Services
- Red Hill Children's Centre, Dept. of Social Services
- Support Services Division, Dept. of Social Services
- Catholic Social Services
- Hamilton Board of Education
- Regional Dept. of Health Services
- Adolescent Community Care
- Catholic Children's Aid Society
- Good Shepherd Centre
- Wentworth County Board of Education
- Y.W.C.A.
- Alternatives for Youth
- Children's Aid Society
- Cool School
- Family Services of Hamilton-Wentworth
- St. Martin's Manor